DOCUMENT RESUME

ED 134 842 CE 010 139

TITLE	Career Education. Community Resource Center.
INSTITUTION	Great Falls Public Schools, Mont.
PUB DATE	[76]
NOTE	37p.; For a related document see CE 010 140
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Career Education; *Community Resources; Cooperative Programs; Elementary Secondary Education; Program Administration; Program Descriptions; *Resource Centers; Resource Guides; *School Community Cooperation; School Districts; *Vocational Development; *Volunteers
IDENTIFIERS	Montana; Montana (Great Falls)

ABSTRACT

The Voluntary Action Center and the Retired Senior Volunteer Program, in cooperation with the Great Falls Public School District's Career Education Program, developed and put into operation a Community Resource Center. Objectives of the center during the organizational phase were (1) selection of a volunteer coordinator to direct the project, (2) a survey of teachers to determine the need for a community resource center, (3) compiling existing files of resource persons from such organizations as the YWCA, churches, service clubs, and others, (4) establishing a filing system and operating procedures, and (5) recruiting community resource persons to fill indicated needs for speakers. The specific objectives of the center are to help educators insure that each student is aware of the broad range of career options open to him/her in the world of work, to provide information to help the student make decisions concerning his further education and/or training, and to assist in the development of positive attitudes toward such career education concepts as personal and social significance of productive work, family life, avocational interests, citizenship, and economic responsibility. Topics discussed in this document include center personnel, inservice programs, facilities and funding, general procedures, and office procedures. Appendixes contain forms and materials used in the resource center. (TA)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED134842

SEP 2 9 1976

career education

community resource center

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Voluntary Action Center
and
Great Falls Public Schools

Great Falls, Montana

OE 010 139

A C K N O W L E D G E M E N T

The Community Resource Center represents what can be accomplished through the efforts of volunteer human resources in a community. Although the Community Resource Center was in operation only part of the school year, over 350 requests for resource speakers were received. In addition to the many volunteers who have made the Community Resource Center a success, I would like to offer a special thanks to three marvelous people: Mrs. Peggy Weedman, who first contacted me about the Voluntary Action Center's involvement in developing community resources; Mrs. Ginny Wieck, Director of the Voluntary Action Center, who coordinated the Community Resource Center project; and Mrs. Patty Jo Swanberg, who devoted countless hours in locating volunteers and establishing systematic procedures to process requests.

Willard R. Weaver
Career Education
Great Falls Public Schools

TABLE OF CONTENTS

Acknowledgement i

Table of Contents ii

Problem 1

Description 2

Objectives 2

Area to be Serviced 3

Personnel 4

In-Service 5

Facilities and Funding 6

General Procedures 7

Office Procedures 9

Appendices 12

PROBLEM

Students are asking, "Why do we have to study history, math, and English?" "What good will it do us?" At every level of education, students are demanding "relevance." Can the curriculum in our schools be humanized and the materials be made more meaningful?

Teachers now do not have enough time to conduct all of the educational activities which they would like for their students. New requirements and programs are always added to the curriculum but nothing is ever taken out! New teachers are coming to our community and they do not know individuals who could be helpful to them as resource people. Established teachers are possibly not aware of new people coming into the community or of the wide variety of resource people in the community at the present time.

"What can I do now that I have retired?"

"What are they teaching in our schools?"

"How can I become more useful to my community?"

"Why can't I find employees who want more than just a paycheck?"

"How can I help educate students? I didn't even finish school!"

These are questions or statements made by students, teachers, and community resource people. Through the utilization of available community resource people, the Community Resource Center attempts to solve some of the anxieties expressed. By bringing people "in the know" and people who

"want to know" together, all three groups find a Community Resource Center beneficial. With the advent of the shorter working week for those currently employed and the increase in the number of retired persons, the implications of a program that allows for a more creative and rewarding use of leisure time become far reaching.

DESCRIPTION

The Voluntary Action Center and the Retired Senior Volunteer Program, in cooperation with the Great Falls Public School District's Career Education Program, developed and put into operation a Community Resource Center. This center functions as a clearing house for available people to act as resource persons upon request by individuals who represent community organizations.

The major emphasis in the recruitment of voluntary speakers for the "Resource File" was through the Voluntary Action Center and the Retired Senior Volunteer Program office. In the initial phases, the Great Falls Public School District is expected to be the major beneficiary of this project. However, the major goal of the Community Resource Center is to offer this service to private and public agencies, church groups, service clubs, and any other organizations which could benefit.

OBJECTIVES

In the organizational phase, the following were deemed necessary:

1. The selection of a volunteer coordinator to direct the project.

2. A survey of teachers to determine if a need existed for the development of a Community Resource Center.
3. The compilation of existing files of resource persons from such organizations as the YWCA, churches, service clubs, and others.
4. The establishment of a filing system and operating procedures.
5. The recruitment of community resource persons to fill indicated needs for speakers.

The specific objectives of the Community Resource Center are to help educators:

1. Insure that each student is aware of the broad range of career options open to him in the world of work.
2. Provide information to help the student make decisions concerning his further education and/or training.
3. Assist in the development of positive attitudes toward such career education concepts as personal and social significance of productive work, family life, avocational interests, citizenship, and economic responsibility.

AREA TO BE SERVICED

The Great Falls Public School District includes 21 elementary schools, 4 junior high schools, 2 senior high schools, a Special Education Center, and the Great Falls Vocational-Technical Center. There are approximately 20,000 students enrolled in the various schools. Additional schools presently being serviced are the Montana State School for the Deaf and Blind and the parochial school system, consisting of 5 elementary schools.

However, it should be noted that the service will also be available to church organization, sororities, service clubs, and other organizations in the Great Falls area. Ultimately, the target population will be Cascade County, with a population of 90,000 people.

PERSONNEL

At present, the Community Resource Center has one person responsible for the coordination of the office and recruitment to expand the human resources that are available in the community. This job is extremely large for one volunteer to coordinate. Therefore, current plans are to find a volunteer for each of these areas.

The Community Resource Center is located within the Voluntary Action Center office in the Civic Center. The Voluntary Action Center office is open 8:00 am. to 5:00 pm. Monday through Friday, so a staff member is available to answer the telephone (the Community Resource Center has a separate line) at all times. Each day is divided into two volunteer staff shifts, each being three hours in length (10:00 am. - 1:00 pm. and 1:00 pm. - 4:00 pm.). During the first four months of operation, requests processed averaged 20 per month. It was determined that one volunteer with a three hour shift per day was adequate. In the fifth month of operation, there was a dramatic increase in requests (50 per month, average). At this point, and thereafter, it became necessary to provide volunteer staff for two shifts per day.

The Work Experience Coordinator for the Career Education Project is responsible for the coordination between the school district and the Community Resource Center. A complete list of the officer personnel for both projects was compiled and distributed to all individuals involved (Appendix A).

IN-SERVICE

At the regularly scheduled elementary and secondary principals' meetings, an in-service program about the Community Resource Center was conducted. At this meeting the rationale for the creation of the Community Resource Center was explained, along with a description of a pilot program with 1 junior high school and 4 elementary schools. The pilot program was implemented for 2 months in the spring to test the forms and procedures which had been developed. These materials included:

1. A survey on the use of community resource people (Appendix B).
2. Community Resource Center description (Appendix C).
3. Teacher's guidelines for using Community Resource Center (Appendix D).
4. Listing of Community Resource Center speakers (Appendix E).

This in-service program was conducted by the coordinator of the Community Resource Center and the Career Education Project staff.

After questions were answered about the Community Resource Center and the proposed operational procedures, a calendar (Appendix F) was distributed for principals to indicate the dates and times when a similar presentation could be made at their regularly scheduled faculty meetings. These in-service meetings were conducted by members of the Career Education staff or by the coordinator of the Community Resource Center.

FACILITIES AND FUNDING

The Community Resource Center is located in the Great Falls Civic Center. The office is within the area donated to the Voluntary Action Center. Equipment consists of a desk, telephone, two-drawer filing cabinet, and two metal file boxes. All staff directly connected with the Community Resource Center are volunteers.

COMMUNITY RESOURCE CENTER

Budget

1974-75

Item	Career Education	Voluntary Action Center	Great Falls School Dist.	City of Great Falls
Telephone (installed)	$ 66.55			
Telephone	$ 396.00			
Printing (5000 request forms)	$ 318.70			
Paper (5000 offset)			$ 750.00	
Envelopes (1000)	$ 28.90			
Envelopes (1000)			$ 28.90	
Stamps	$ 30.00			
Mailing & Supplies		$ 150.00		
Office Space				$ 450.00*
Heating & Lighting				$ 200.00*
Desk			$ 150.00*	
File Cabinet			$ 40.00*	
Chair			$ 15.00*	
Typewriter		$ 25.00		
TOTALS	$ 840.15	$ 175.00	$ 983.90	$ 650.00
* Donated Items				

GENERAL PROCEDURES

General Design

An individual is to complete the "Request for Resource Person" form (Appendix G) and return it to the Career Education Office. The Career Education Office staff will be responsible for regular delivery and pick-up of mail from the Community Resource Center. Upon the location of an individual who is able to provide the subject matter requested, the Community Resource Center will forward a carbon copy and evaluation sheet to the resource person and to the individual who placed the original request.

Location of the "Request for Resource Person" Forms

The "Request for Resource Person" forms are located in the library of each public school. The principals of all public schools are requested to have these forms available at other locations, such as the main office, teachers' resource rooms, teachers' lounges, and other assigned areas easily accessible to the faculty. Each form packet consists of an original and three color-coded copies.

Completion of Request Forms

Request forms should be as detailed as possible. An area in which this is extremely important is the subject matter to be covered by the resource person. Being as explicit as possible will provide the volunteer staff member with a thorough understanding of the type of individual who could best serve the needs of the person placing the request.

Mailing Request Forms

Mailing of the request forms is accomplished through the interschool mail, which is picked up daily at each school. The self-addressed envelopes (to Career Education) are at the same locations as the request forms. These envelopes are

size 14, buff colored. The mail is delivered to our central administration office. Special envelopes are used in order to facilitate sorting and to accommodate the size of the request forms. All correspondence concerning the Community Resource Center is addressed to the Career Education office and is delivered to the Community Resource Center by one of the Career Education staff.

Confirmation of Resource Person

Confirmation of a resource person is accomplished when the lower portion of the "Request for Resource Person" form is completed by the Community Resource Center. The original is mailed to the resource person and copies are sent to the teacher placing the request and to the principal of the school involved for his files. A third copy is placed on file at the Community Resource Center. Confirmation forms to the teachers and principals are returned through the inter-school mail.

Evaluation Forms

Evaluation Forms (Appendix H & I) are mailed with the confirmation to the resource person and the teacher. There is a stamped, self-addressed envelope provided for the resource person. The "Feedback" sheet, when completed by the teacher, is returned via interschool mail.

Filing System

There are two files utilized by the Community Resource Center office:

1. The card file of identified resource people (Appendix J); and
2. The file in which copies of processed requests are retained.

Both files are categorized by the same titles and subtitles. They are:

ARTS
- Arts & Crafts
- Language Arts
- Music & Dance
- Theater Arts

BUSINESS & INDUSTRY
FAMILY RELATIONS & HOME ECONOMICS
GOVERNMENT & COMMUNITY
HEALTH
HISTORY & CURRENT EVENTS
HOBBIES & COLLECTIONS
MISCELLANEOUS
OCCUPATIONS
RELIGIONS & CULTURES
- American Indian
- Blacks
- Philosophies

SCIENCE
SOCIAL & ENVIRONMENTAL CONCERNS
SPORTS
U.S.A. & OTHER COUNTRIES

OFFICE PROCEDURES

Daily Duties of Volunteers

1. Call resources to remind them about scheduled presentations.
2. Log all incoming requests in Community Resource Center request log.
3. Study requests to determine early dates that need immediate action.

4. Continue work on requests that are pending.
5. Begin work on new requests.
6. If there are no requests to process, begin work locating new speakers.

Message Log

Because of the day-to-day turnover of volunteer office staff, a Message Book is used by our volunteers. This provides for continuity and eliminates the necessity of phone calls from volunteer to volunteer. A staff member can also provide a linkage between volunteers.

Staff Meetings

Periodic meetings are called to train and update volunteers.

Processing Requests

At the time a request reaches the Community Resource Center, the volunteer:

1. Reads the request thoroughly to become familiar with the information.
2. Enters the request in the Community Resource Request Log, noting: Date, Request, Teacher, School (Appendix K_1).
3. Attaches a Request Status Slip to the request (Appendix K_2).
4. Using the card file of identified resources, indicates a call to appropriate resource to arrange and schedule presentation. If this resource is available, follows steps 5 through 8. If this resource is not available at this time, additional calls are made to other appropriate resources to determine availability. If resource description requests a resource not previously identified, an attempt is made to identify an available resource.

5. Notes information on resource person's permanent card: Date, School, Teacher (Appendix J).
6. Fills out Resource Confirmation section of request form and processes:
   a. Sends original form to resource with Speaker's Guide (Appendix L, a brochure);
   b. "Feedback" sheet, and self-addressed, stamped envelope;
   b. Sends yellow copy to teacher with "Feedback" sheet;
   c. Sends pink copy to principal of appropriate school;
   d. Files gold copy.
7. Makes entry in Calendar Book for reminder calls to resource persons three to four days in advance of presentation.
8. Completes information in Request Log.

APPENDICES

APPENDIX A

COMMUNITY RESOURCE CENTER STAFF

OFFICE STAFF

Monday	Tuesday	Wednesday	Thursday	Friday
Claudia Benson 761-7069 10 am to 1 pm	Sue Voegele 761-4293 10 am to 1 pm	Kay Matthison 727-6917 9:30 am to 11:15 am	Edith Walsh 453-3603 10 am to 1 pm	Renee Tesinsky 761-0680 10 am to 11:30 am
Lenore Searles 452-3433 731-3076 ? to 4 pm	Betty Thiebes 761-4819 1 pm to 4 pm	Sue Hamilton 761-0658 12 noon to 3 pm (not last Wednesday of month)	Lenore Searles ? to 4 pm	Chrissy Richards 761-7223 11:30 am to 2:30 pm

Typing

Michelle Dega 727-2628

Parochial School Coordinator

Sister Cecelia VanDeberg 453-8381 or 452-0551

Business Sources

Forrest Arthur 453-7431

Career Education

Frances Jackson
Will Weaver
Rich Wooden
Chuck Strand
761-5800 ext. 354

Action City Planner

Peggy Weedman 761-6011

Voluntary Action Center

Director:
Ginny Wieck 761-6010
Board Chairman:
Ann Miller 761-1578
VAC School Liaison:
Dewey Swank 761-5800

CRC Coordinator

Patty Jo Swanberg 454-1264

APPENDIX B

Great Falls Public Schools
Great Falls, Montana

TO: Teachers of School District #1
FROM: Voluntary Action Center
RE: Community Resource Center

Information gained from this survey will be used to establish a community resource file and will be available for your use next fall.

SCHOOL_____
DEPARTMENT_____
GRADE LEVEL_____

I. Resource persons you have used this year:

Topics covered	Number of Resource Persons involved

II. Community Resource persons you would like to have available next year:

APPENDIX C

COMMUNITY RESOURCE CENTER DESCRIPTION

The Community Resource Center will be a central clearing house of "people in the know" who are willing to share their knowledge and talents with those who "want to know."

Located in the Voluntary Action Center and supported by the Voluntary Action Center and Great Falls Public School District, the Community Resource Center will initially provide resource people for the classrooms of the Great Falls Public School District. These volunteers will share their occupations, training, skills, and personal experience such as travels and hobbies. Through the involvement of retired people, people of various socioeconomic backgrounds, available community and government resources, and cooperation of the School District, the Center is expected to be a positive force in bringin the generations together, in helping to broaden the students's experiences and widen his horizons.

Teachers will complete a request form and send it to the Voluntary Action Center Office. The Community Resource Center will contact a volunteer to meet the requirements -- be it a nurse, insurance man or rock hound -- and then notify the teacher of the arrangements. Follow-up evaluations will be made by both the volunteer speaker and the teacher so the Community Resource Center will know which persons best fit specific needs.

Eventually, the Community Resource Center service could be expanded to include social agencies such as the YMCA, YWCA; Opportunities, Inc.; Cascade County Senior Citizens' Center; church organizations; services clubs; etc. Ultimately, the program could serve anyone in Cascade County.

APPENDIX D

Teacher's Guidelines for Using Community Resource Center

I. Requesting a Resource

A. If you use the services of the Community Resource Center, requests must be okayed and be received two weeks in advance of the requested appearance.

B. If a particular resource is needed in an area not included on the community resource roster, fill out the "Request for Resource Person" form and send it to the Community Resource Center, and every attempt will be made to locate the resource requested.

C. When filling out the "Request for Resource Person" form, you are asked to fill in the curriculum area, the specific type of resource wanted, and the date and hours for which you are requesting the resource. Request forms are available in each principal's office and/or library. Fill out the requested information and return it to the Community Resource Center via school mail.

D. The Community Resource Center will contact the resource by phone and if he or she is available, the office will send out a confirmation to the (1) teacher, (2) resource, and (3) principal. A Speaker's Guide Brochure will be sent to the speaker, along with the confirmation form.

E. Another phone call will be made 2 to 3 days before the date of the presentation to reconfirm and make certain the resource has been contacted by the teacher.

E. Upon receipt of the confirmation form, the teacher will immediately contact the resource person to discuss the topic and details of the presentation.

F. In case of a cancellation, if time permits, the resource center will try to find a substitute. The teacher will be notified immediately of any cancellations or substitutions. If the resource calls the teacher directly to cancel, the teacher is to inform the Resource Center immediately by telephone. The Resource Center's telephone number is 761-6019.

II. Suggestions for Aiding Resource Speakers

A. Discuss with the class possib tions to ask the speaker.

B. Have a student meet the speaker in the principal's office.

C. Introduce the speaker to the class. Perhaps a student could do this.

D. Escort the speaker back to the office or to his transportation.

E. Do some type of follow-up, such as a thank-you letter from the class.

The Community Resource Center is a cooperative effort involving many facets of the community: the school administration, teacher, students, the volunteer speaker, and the Voluntary Action Center. In order for this effort to work smoothly, the contact the teacher makes with the speaker before the presentation is of utmost importance. You can help the speaker feel more at ease by helps

such as making certain he knows how to get to the school, where to park, what materials you can have on hand for him, and what aid you or the students can give during the presentation. By giving him background information on your class, and by telling him what you had in mind when you requested him, you and the speaker can organize a successful presentation.

APPENDIX E

Community Resource Center Speakers Available
January 30, 1975

Note: This list is offered as suggested possibilities for speakers. However, please do not limit yourself to this list. We will attempt to identify, arrange, and schedule any request you might have for a resource person. If you have any questions, please call 761-6019.

THE ARTS

ARTS & CRAFTS
- Artist
- Bargello Embroidery
- Basket Making
- Batik
- Crocheting
- Knitting Instructor
- Lettering & Posters
- Macrame
- Netting
- Photography
- Weaving

LANGUAGE ARTS
- American & English Literature
- Black Literature
- Comparative Literature
- Creative Writing
- Deaf & Blind School
- Dickens
- Journalism
- Mail Carrier
- Montana Literature

LANGUAGE ARTS (cont)
- Science Fiction
- Shakespeare
- Story-Teller
- Writing - General
- Writing - Poetry
- Writing - Novels

MUSIC & DANCE
- Acrobatic Dance
- Bagpipe Player
- Christmas Music
- Dance - Ballet, Tap, Jazz Modern, etc.
- Folk Singing
- Hawaiian Hula
- Norwegian Music
- Four-Part Harmony
- Woodwind Instruments

BUSINESS & INDUSTRY
- Advertising Techniques
- Anaconda Co.
- Baker

BUSINESS & INDUSTRY (cont)

Banking
Banking - Math
Beautician
Bees - Raising
Bees - Honey Production
Business - How it operates
Business - General
Butchering
Buyer - Retail
Cataloging - Merchandising
Cataloging - Freight & Charges
Coordination
Credit Union
Industry
Insurance - Life, Health, Mutual Funds
Interior Decorator
Fabrics
Furniture
Mass Media
Merchandising
Money Management
Mountain Bell
Post Office - Mail
Travel Agency
Travel
Validity of TV Ads

FAMILY RELATIONS & HOME MANAGEMENT

Automobile Basics for Women
Birds & Water Fowl
Clothing

FAMILY RELATIONS (cont)

Fabrics - Samples, Origin, Use & Design
Foods
Game Cookery
Getting Along with Parents
Gourmet Cookery
Interior Decoration
Merchandising
Money Management
Pre-Schoolers
Dressmaker
Textiles

GOVERNMENT & COMMUNITY

Camp Fire Leader
City Engineer
City Recreation
City Traffic Director
Civil Defense
Christian Business and Professional Women's Council
Con-Con Advisory
Conservation (Edible Roots)
Constitutional Convention (Montana)
Constitutional Lawyer (U.S.)
Deaf and Blind School
Economic Development
Fire Protection
First Aid
Fish & Game
Fish Hatchery
Forest

GOVERNMENT & COMMUNITY (cont)

- Garbage Pulverizer
- Great Falls Public Works Director
- Highway Commissioner (Montana)
- Internal Revenue Service
- Judge
- League of Women Voters
- Mayor
- Police Department
- Politics
- Red Cross
- State Senator
- Tour of School Administration Building
- Water Safety

HEALTH

- Abortions
- Adolescent Problems
- Alcoholism
- Ambulance
- Blood Diseases
- Blood Diseases & Typing
- Cancer
- Dental Hygienist
- Dentist
- Dentistry
- Dietician
- Drugs
- Cardio-pulmonary Resuscitation
- Family Planning
- First Aid
- Heart

HEALTH (cont)

- Heart Disease - Cancer
- Heart Disease - Tobacco
- Hospital
- Hospital - Nurses Aid Training
- Hospital - Emergency Room Procedures Tour
- Physical Therapist
- Psychology
- Rehabilitating - Disabled
- Venereal Disease

HISTORY & CURRENT EVENTS

- American History
- Brother Van
- Civil War
- Constitutional History
- Customs - Christmas - Old Toys
- English History & Politics
- Ghost Towns (Montana)
- History of Great Falls
- Indian Writing
- Montana History
- Political Science
- Revolutionary History (U.S.)
- Thanksgiving
- War (any)
- Women & The Law

MISCELLANEOUS

- Abortion
- Animal Training
- Association of the Blind
- Birds & Water Fowl
- Blind Persons

MISCELLANEOUS (cont)

Camp Fire Girls
Chess
Economic Development
Europe
Euthenasia
Flowers
Furs
Girl Scouts
Hospital Chaplain
Montana Medical Education and Research Foundation
Passion Play
Prison Reforms

OCCUPATIONAL INFORMATION

Advertising
Air Traffic Controller
Ambulance (Procedures)
Animal Trainer
Architecture
Auto Body Painting
Auto Mechanics
Banker
Beautician
Bookkeeper
Bus Driver
Business Manager
Butcher
Buyer
Cabinet Maker
Cake Decorating
Carpet Layer
Carpenter
Car Sales
Cartoonist

OCCUPATIONAL INFORMATION (cont)

Cashier
Clerk
Clown
College Instructor
Communications
Computer Programmer
County Extension Agency
Cow Puncher
Certified Public Acccuntant
Crime - Detectives
Decorating
Dentist
Dental Hygienist
Dietician
Dog Training
Drafting
Employment
FAA Personnel
Farmer - Feedlot Operator
Fire Fighter
Fish & Game Department
Florist
Forest Ranger
Free Lance Artist - Commercial
Fur Garments - Making
Furrier - Taxidermist
Fur Trapper
Highway Patrol
Hospital Support
Implement Dealer
Insurance Sales
Interior Decorator
Investment Broker
Jewelry Making
Judge

OCCUPATIONAL INFORMATION (cont)

Lawyer
Leather Working
Librarian
Mail Carrier
MAFB Police
Marketing
Marriage Counselor
Medical Careers
Merchandiser
Meteorologist
Mineralogist
Mortician
Newspaper - Copy Editor, Editor, Reporter
Nurse
Occupational Therapist
Oil Industry
Para-Legal Assistant
Paramedic
Pediatric Nurse
Personnel Manager
Photographer - Commercial Illustrator
Physical Therapist
Pilot - MANG
Pilot - Commercial
Pilot - Canadian Air Force
Pilot - Ground Handling
Pilot - U.S. Air Corps in Burma
Police
Post Office Supervisor
Pre-School Teacher
Probation Officer
Psychology
Railroad Conductor
Railroad Employee
Real Estate
Restaurant Owner
Retailing & Buying
Rock Hound
Secretarial Field
Scientific Research
Sheriff
Social Worker
Soil Lab Technician
Store Owner - Women's Apparel
Taxidermy
Telephone Employee
Television Artist
Travel Agency - Methods of Travel
Truck Drivers
TV Station
Type Setter
USAF Recruiter
US Army Recruiter
US Navy Recruiter
Veterinarian
Visual Arts
Waitress/Waiter
Weather Forecaster
Wheat Farmer (Retired)
Window Decorating
X-Ray Technician

RELIGIONS & CULTURES

American Indian - Culture, Customs, Crafts
American Indian Mythology
Blacks - Music, Holy Bells
Churchmen
Christian Business & Professional Women's Council
Christmas Traditions
Eastern Orthodox Church
Judaism
Meditation
Montana Indian Arts
Yoga

SCIENCE

Bacteriologist
Bees
Bees - Honey Production
Biology
Chemistry
Electronics
How We See (Deaf & Blind School)
Light and The Way We See It
Math
Mineral and Rock
Rocks
Weather
Wild Animals
Wild Flowers
X-Ray Technician

SOCIAL & ENVIRONMENTAL CONCERNS

Alcoholism
Conservation of Montana Resources
Drugs
Environment
Environmental - Wilderness
Group Social Worker
Juvenile Agencies
Natural Gas
Petroleum
Prison Reforms
Recycling Center
Rehabilitation - Alcohol
Rehabilitation Agencies
Social Group Workers
Soil Conservation
Weather Bureau

SPORTS

Mountaineering
Rodeo Participant

UNITED STATES AND OTHER COUNTRIES

Alaska & Eskimo Culture
Australia
Customs in Other Countries
Death Valley
England - Traditions
France
German Christmas Traditions
Ghost Towns (Montana)
Greece
Japan

UNITED STATES AND OTHER COUNTRIES (cont)

Monument Valley
South America
Travel in Europe
War
West Coast

HOBBIES AND COLLECTIONS

Basket Making
Furniture Refinishing
Indian Artifacts
Macrame'
Rock Hound
Weaving

APPENDIX F

Schedule of Presentation
for
Community Resource Center

	Monday		Tuesday		Wednesday		Thursday		Friday	
	am	pm	am	pm	am	pm	am	pm	am	pm
School										
Principal										
Time										
Location										
Number of Teachers										

APPENDIX G

community resource center

REQUEST FOR RESOURCE PERSON

(This form must be received two weeks in advance of requested appearance)

Teacher(s) _____ _____
Principal's Signature

Home phone number where resource person could contact you if unable to reach you at school:

During hours _____ Phone _____

School _____ Address _____

Curriculum Area _____ Grade _____ Number of Students _____

Subject matter to be covered by resource person _____

_____

_____

Date(s) Requested

_____
First Choice

_____
Second Choice

_____
Third Choice

Speaker Schedule

Room No.	Period	Beginning Time	Ending Time

RESOURCE CONFIRMATION

(To be completed by the resource office only)

We have scheduled the resource person you requested as follows:

M T W TH F _____ _____
Date(s) Time(s)

_____
(Resource person/company/organization/confirmation address)

_____ _____
(Title/position) (Subject matter to be covered)

PLEASE CALL RESOURCE Resource person's telephone _____ _____
(Home) (Work)

Preferred time to call _____ a.m. _____ p.m.

Teacher note: Please do not invite classes not listed here without clearing with the Community Resource Center. Phone number 761-8701. Office hours 10:00 a.m. to 4:00 p.m. Monday through Friday.

Resource note: Please report to the principal's office upon your arrival at the school. **Will you please complete the evaluation form after your visit to the school, and return it to us in the enclosed self-addressed envelope.** Your comments help to determine the educational value of this activity and ways in which our service to you, students and teachers might be improved.

Special arrangements or equipment needed for presentation: _____

_____

_____

Distribution: _____ Resource _____ Teacher _____ Principal _____ Community Resource Center Copy

APPENDIX H

Community Resource "Feed-Back Sheet"
(To be completed by Resource Person)

In order that we may continually improve and make adjustments in our Community Resource Center, we would like your reactions to your recent presentation/demonstration at one of our schools. Please comment freely. All evaluations will remain confidential and will be used only as a means of continual evaluation of our program.

****

The physical set-up (i.e., room, equipment required for presentation/demonstration, seating arrangement of children, etc.) was...

Good_____ Fair_____ Satisfactory_____

Comment_____

_____

_____

The teacher had contacted you in sufficient time to allow for all final arrangements.

Yes_____ No_____

Children were attentive_____; restless_____; uninterested_____.

Was the class prepared and informed about your presentation?

Yes_____ No_____

Additional comments_____

_____

_____

Resource Person_____

Please return this form immediately following your presentation using the enclosed stamped, self-addressed envelope.
Thank you for your interest and involvement in this expanding program.

APPENDIX I

Community Resource "Feed-Back" Sheet
(To be completed by teacher)

We are interested in your reactions to the Community Resource Center Volunteer who appeared recently in your classroom. Please comment. All evaluations will remain confidential, and will be used only as a means of continual evaluation of our program.

Volunteer's Name_____

1. Knowledge of subject:
   /Poor /Fair /Good /Very Good
2. Ability to communicate effectively with stidents:
   /Poor /Fair /Good /Very Good
3. Would you recommend this person for another classroom presentation?
   Yes_____ No_____

Comments_____

_____

_____

Teacher's Name_____

Please return this form to the Community Resource Center via School District mail as soon as possible. Thank you very much for your cooperation.

APPENDIX J

Resource Description_____ Name_____

_____ Home Address_____

_____ Home Phone_____

_____ Bus. Address_____

Grade_____ Bus. Phone_____

Availability M T W Th F Time_____

Areas_____

Needs_____

_____

Comments:

Date	School	Teacher

APPENDIX K_1

Date	Request	Teacher	Pending	Confirmed	Resource	Volunteer

APPENDIX K_2

Request Status Slip

Date	Resource People Contacted	Neg Resp	Call Back	No Ans	Confirmed	Volunteer

APPENDIX L

SPEAKERS'GUIDE

What is Career Education?

Across the country, a revolution has been taking place. Students are asking, "Why do we have to study History, Math, English, etc? What good will it do us?" At every level students are demanding "relevance". Through Career Education, the curriculum can be made more meaningful to the students. Students will be able to see how they could apply their knowledge in real-life situations.

Elements of Career Education

1. Self-awareness
2. Career awareness
3. Appreciation & attitudes
4. Economic awareness
5. Skill awareness & beginning competence
6. Decision-making skills
7. Employability skills
8. Educational & training awareness

General Objectives of Career Education

1. Make school & school subjects more relevant to all students in terms of life or work after school.
2. Prepare all students for career entry, regardless of their post-high school plans.
3. Bring about community involvement with schools.
4. Assist students to explore and develop a positive self concept in their life roles in the areas of: family, avocational, citizenship, and economics.

Why are we asking for your help?

In order to make a total Career Education program meaningful, we need your help to give the students a larger insight than can be provided only by the teachers. It is important for all students to understand the aspects of the many different career areas they might consider. Because of your insight and involvement in your field, you can provide a service to our students by sharing your knowledge and experience as no textbook possibly can.

Items you could include in your presentation

1. Your background - We are interested in students knowing about different life styles that might be connected with the various topic areas and careers.
2. Give a description or definition of the topic.
3. Supply background information on the topic area.
4. What training, education and/or skills did you have to acquire? What subjects might relate to these requirements?
5. Opportunities - What is the employment trend in the future?
6. What rewards or self-satisfaction do you receive?
7. Job Satisfaction - Advantages and disadvantages of your occupation
8. What type of facilities, equipment and/or tools do you need or use?
9. Description of job itself - A typical day
10. Are there any legal requirements or restrictions?
11. In retrospect, what would you do differently to enter the world of work?

Great Falls Public Schools
Great Falls, Montana 59403

(APPENDIX L cont.)

Techniques and Materials

Techniques that have added greatly to presentations in the past are:

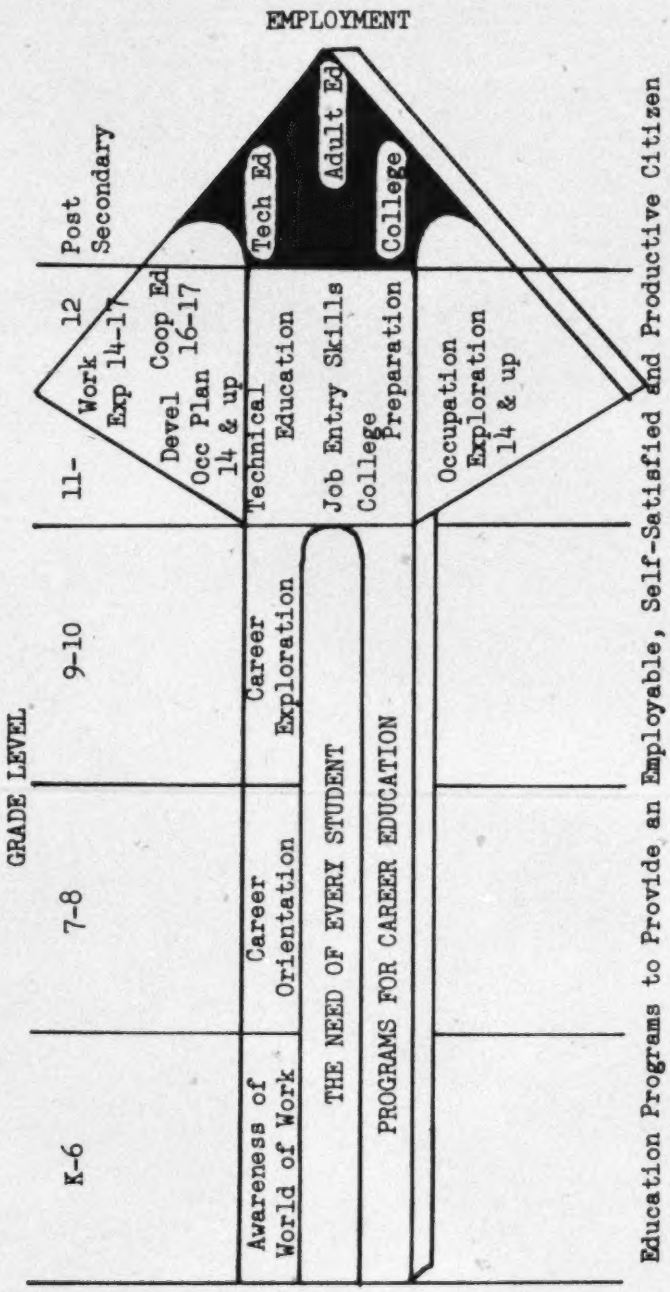
1. Wearing your work clothes.
2. Bringing tools of work along.
3. Using visual materials, charts, pictures, slides - (if audio-visual equipment is needed, let the teacher know in advance).
4. Involving the students in any way possible: Could a couple help you? Could the students try something?
5. Allow time for questions.
6. Remember the grade level of the class.

For further information

Community Resource Center
P.O. Box 1105
Great Falls, Mont. 59403

Phone 761-6019

CAREER DEVELOPMENT CONTINUUM



OE 010 139